

2015/2016

**Arkansas Department of Career Education
Model Framework**

Course Title	Intro to Media Communications
Career Pathway	Media Communications
Career Cluster	Arts, AV Technology and Communications
Course Number	493720
CIP Number	10.200 Audiovisual Communications Technologies/Technicians
Grade Level	9-12
Course Credit	1 Unit Credit
POS Core	Core
End of Course	Not Required
Standards Alignment	Common Core Literacy Standards Common Career Technical Core
Teacher Certification	CTE Permit 571 Advertising and Graphic Design CTE Permit 582 Graphic Communication CTE Permit 591 Radio Broadcasting CTE Permit 595 Television Production CTE Permit 602 Photography CTE Permit 618 Communications Journalism License108 Business License 225
CTSO	SkillsUSA, Arkansas Scholastic Press Association
Facility Requirements	http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx
Industry Certifications	International Communications Industry Commission, Certified Technology Specialist, Professional Photography Association, PrintEd, Adobe, Apple, Certified Radio Operator, Certified Television Operator

Purpose

Introduction to Media Communications: This course provides a basic exploration of the elements of communication. Students will analyze the history and evolution of the arts, audio-video technology and communications to their current place in society and the economy. Learners will be exposed to a variety of career cluster foundations knowledge, skills and abilities. Students will utilize a variety of technical and broadcast media to explore media production, presentation and evaluation to critically analyze artistic, social and civic value. It will cover topics such as careers in journalism, writing processes, planning a production, and ethics and legal issues. When students complete this course, they will have the necessary knowledge and skills to participate in the production of local media releases including audio and video, Internet, papers, magazines, and annuals. Students will receive guidance in investigating their own interests and aptitudes in relation to possible career pathways related to communications.

This may be taught as a career exploration or elective course in conjunction with other Arts A/V Technology and Communication courses. This course replaces the framework for Intro to Career Communications.

Special Notes: Arts A/V Technology and Communications, Journalism and Broadcasting Pathway is a Non-traditional pathway for females.

**Arkansas Department of Career Education
Student Performance Standards**

Upon completion of this course the student will be able to:

- 1.0 Analyze and summarize the history and evolution of the audio-video technology, and communications field to understand the current role of media in society and the economy.**
 - 1.1 Summarize the history of mass communications.**
 - 1.2 Analyze the communication industry's economic base in order to demonstrate an understanding of the factors influencing the industry as a whole.**
 - 1.3 Analyze and summarize evidence of interdependence between the technical and the artistic sides of this career cluster in order to demonstrate an understanding of the systems involved in the cluster.**
 - 1.4 Analyze, demonstrate relevant examples, and critique a variety of persistent cultural issues and dilemmas within society that commonly affect how cultures are portrayed within art forms and communication, and offer possible solutions to those issues and dilemmas.**
 - 1.5 Examine the influence government, public opinion, and diverse local and cultural perspectives may have upon visual arts, media communications, or performance, and discuss the media consumer's role in regards to that influence.**
 - 1.6 Analyze the role of evolving technology and the internet in the evolution of media content, and predict future trends in media.**
- 2.0 Examine the various pathways and programs of study within the media communications field to understand the educational opportunities leading to gainful employment.**
 - 2.1 Determine how various pathways within the cluster work together to generate productions, media and broadcasting activities.**
 - 2.2 Analyze strategic media strategies targeting appropriate audiences for mass communication purposes.**
 - 2.3 Analyze the efficacy of various media outlets, and Determine personal preference for media outlets.**
- 3.0 Examine the interrelated skills within the audio/video technology and communications field to determine the educational pathways leading to gainful employment.**
 - 3.1 Analyze the skills required by both technical and artistic partners to provide audiences with quality works and productions.**
 - 3.2 Analyze the roles of creators, performers, technicians, and others involved in production, performance, and media to identify common skills.**
 - 3.3 Determine the technical knowledge and skills that relate to communications pathways.**
 - 3.4 Demonstrate appropriate public speaking and presentation skills necessary for a career in the communications field.**

- 4.0 Analyze and apply laws affecting mass communication enterprises to maintain up-to-date compliance with key regulations influencing the industry.**
 - 4.1 Analyze the First Amendment, FCC, the Freedom of Information Act, libel laws, and other regulations for compliance issues relevant to media communications.**
 - 4.2 Analyze the copyright laws in relation to seeking formal permission to use materials.**
 - 4.3 Analyze professional media code of ethics.**
- 5.0 Analyze safe working conditions in accordance with rights and applicable responsibilities in a communications work environment.**
 - 5.1 State the implications and rationale for various rules and laws designed to promote safety and health and the effect these laws may have on a work environment.**
 - 5.2 Analyze employer and personal responsibility for maintaining a safe and healthy work environment.**
- 6.0 Identify, examine and select career opportunities in technology and communications related career pathways in order to develop the most appropriate education and training program.**
 - 6.1 Identify careers in print journalism, radio and television broadcasting, advertising Design, digital and mobile applications and graphic print technology.**
 - 6.2 Explore and summarize education and training opportunities, extended learning and work-based opportunities, and student and professional organizations,**
 - 6.3 Analyze responsibilities and the work environment associated with media communications.**
 - 6.4 Create a career portfolio to demonstrate experience, knowledge, skills and abilities**
 - 6.5 Analyze and summarize the employment process and employability skills necessary to obtain gainful employment.**

Intro to Media Communications Framework

Standard 1.0 Analyze and summarize the history and evolution of the audio-video technology, and communications field to understand the current role of media in society and the economy.				
Performance Indicator 1.1 Summarize the history of mass communications.	Recommended Application/Activity	CCSS	CCTC	CRP
1.1.1 Summarize the features of the partnership technology and the arts have in developing presentations and productions.				
1.1.2 Summarize the history and impact of the arts and technologies on society.				
1.1.3 Interpret the similarities and differences between the objectives of the general public and the industries relating to communications operations.				
1.1.4 Develop media literacy for professional critique of journalistic reporting.				
Performance Indicator 1.2 Analyze the communication industry's economic base in order to demonstrate an understanding of the factors influencing the industry as a whole.	Recommended Application/Activity	CCSS	CCTC	CRP
1.2.1 Present the role that business expects from the media in relation to economic development.				
1.2.2 Describe how the arts have economically influenced the inception of the technology industry.				

1.2.3 Identify the basic business principles relative to the pathways in this career cluster.				
1.2.4 Summarize the role of a freelance writer, photographer, videographer, or journalist.				
Performance Indicator 1.3 Analyze and summarize evidence of interdependence between the technical and the artistic sides of this career cluster in order to demonstrate an understanding of the systems involved.	Recommended Application/Activity	CCSS	CCTC	CRP
1.3.1 Examine the objectives of industries related to arts and communications operations.				
1.3.2 Identify the degree of influence of print, broadcast media, arts, and performance in the economy and the culture of this country.	List appropriate materials and sources for layout and design.			
1.3.3 Examine information technology applications commonly used in communication.				
1.3.4 Summarize the technological advancements and tools important to work in this industry.				
1.3.5 Analyze the role telecommunications have affected advertising, public relations, and print information.				

Performance Indicator 1.4 Analyze, demonstrate relevant examples, and critique a variety of persistent cultural issues and dilemmas within society that commonly affect how cultures are portrayed within art forms and communication, and offer possible solutions to those issues and dilemmas.	Recommended Application/Activity	CCSS	CCTC	CRP
1.4.1 Evaluate the effectiveness on cultural change from mass communication appeal in news, advertising and entertainment through various media.				
1.4.2 Hypothesize the interrelated use of technical knowledge and skills to generate productions and media that influence cultures and economies.				
1.4.3 Analyze the effects of body language and facial expressions in media broadcasts.				
1.4.4 Evaluate the credibility of broadcasters based upon outside factors that may taint character.				
Performance Indicator 1.5 Examine the influence government, public opinion, and diverse local and cultural perspectives may have upon visual arts, media communications, or performance, and discuss the media consumer's role in regards to that influence.	Recommended Application/Activity	CCSS	CCTC	CRP
1.5.1 Describe the intent and relationship of the First Amendment to this cluster.				

1.5.2 Define the roles of the arts in business, technology, and the community as identified by society.				
1.5.3 Compile research to substantiate or refute opinions and theories.				
Performance Indicator 1.6 Analyze the role of evolving technology and the internet in the evolution of media content, and predict future trends in media.	Recommended Application/Activity	CCSS	CCTC	CRP
1.6.1 Compare and contrast the different viewpoints for how media is presented and how these viewpoints have shifted with advancements in technology.				
1.6.2 Examine and explain the use of social media and the impact that it is having on mass communications.				
1.6.3 Analyze the ethical use of social media and possible resulting ramifications.				
1.6.3 Evaluate the importance of knowing technological trends in media and culture in order to remain relevant.				
1.6.4 Analyze streaming services that provide original content free of many FCC regulations.				
Standard 2.0 Examine the various pathways and programs of study within the media communications field to understand the educational opportunities leading to gainful employment.				
Performance Indicator 2.1 Determine how various pathways within the cluster work together to generate productions, media and broadcasting activities.	Recommended Application/Activity	CCSS	CCTC	CRP
2.1.1 Identify production activities associated with pathways in film, television, radio and Internet.				

2.1.2 Evaluate the effectiveness of the mass communication appeal in news, advertising and entertainment through various media.				
2.1.3 Explain how these pathways must interrelate for effective and economic success.				
2.1.4 Generate a production, media, or other event, and identify the interrelated activities and skill requirements associated with various pathways in this cluster.				
2.1.5 Compare pathways with common industry sectors that provide career opportunities for mobility.				
Performance Indicator 2.2 Analyze strategic media strategies targeting appropriate audiences for mass communication purposes.	Recommended Application/Activity	CCSS	CCTC	CRP
2.2.1 Chart demographic audiences to media outlets to determine target appeal for each age group.				
2.2.2 Determine the most cost effective strategy for targeting specific age groups based upon access and appeal.				
2.2.3 Analyze advertising and promotions activities for affective success techniques.				
Performance Indicator 2.3 Analyze the efficacy of various media outlets and determine personal preference for media outlets.	Recommended Application/Activity	CCSS	CCTC	CRP
2.3.1 Evaluate and summarize personal talent for media technology, print, reporting, editing, production, and broadcasting.				

2.3.2 Examine and summarize the life style implications and physical demands required by work activities common in communications to demonstrate a broad perspective regarding the nature of work in the industry.				
2.3.3 Discuss how self-discipline, self-worth, positive attitude and integrity are important in this industry.				
2.3.4 Identify roles and responsibilities of field production personnel, editors, broadcasters, advertisers and journalists have in this industry.				
Standard 3.0 Examine the various pathways and programs of study within the arts, audio-video, technology, and communications field to understand the educational opportunities leading to gainful employment.				
Performance Indicator 3.1 Analyze the skills required by both technical and artistic partners to provide audiences with quality works and productions.	Recommended Application/Activity	CCSS	CCTC	CRP
3.1.1 Demonstrate effective listening and communication skills.				
3.1.2 Demonstrate flexibility and willingness to learn new knowledge and skills.				
3.1.3 Demonstrate effective observation skills.	<ul style="list-style-type: none"> Use live or multimedia events to extract vital visual, non-cognitive or intuitive information. 			
Performance Indicator 3.2 Analyze the roles of creators, performers, technicians, and others involved in production, performance, and media to identify common skills.	Recommended Application/Activity	CCSS	CCTC	CRP
3.2.1 Identify technical skills related to print technology.				

3.2.2 Analyze responsibilities and work environment associated with graphic communications.				
3.2.3 Analyze the knowledge, skills and abilities necessary for careers in media advertising.				
3.2.4 Identify principles of design in various applications.				
3.2.5 Manage the advertising and graphic design process including customer service and sales, scheduling, and quality control to deliver products that meet customer needs and expectations.	<ul style="list-style-type: none"> • Network with the local community to provide media services 			
3.2.6 Examine various media used to create illustrations.				
Performance Indicator 3.3 Determine the technical knowledge and skills that relate to communications pathways.	Recommended Application/Activity	CCSS	CCTC	CRP
3.3.1 Distinguish between fact and opinion with regard to reporting information.				
3.3.2 Identify the pathways with the knowledge and skills, and compare the potential for career crosswalks.				
3.3.3 Explain how leadership and teamwork skills are critical to success in the AAVTC careers.				
3.3.4 Explain the importance and value of editing printed and verbal communication.				
Performance Indicator 3.4 Demonstrate appropriate public speaking and presentation skills necessary for a career in the communications field.	Recommended Application/Activity	CCSS	CCTC	CRP

3.4.1 Demonstrate the ability to conduct a formal business meeting among peers using basic parliamentary procedures.				
3.4.2 Demonstrate the ability to speak in front of a group of people using multimedia presentations.				
3.4.3 Demonstrate the ability to conduct journalistic interviews.				
<i>Standard 4.0 Analyze and apply laws affecting arts, technology and communication enterprises to maintain up-to-date compliance with key regulations influencing the industry.</i>				
Performance Indicator 4.1 Analyze the First Amendment, FCC, the Freedom of Information Act, libel laws, and other regulations for compliance issues relevant to media communications.	Recommended Application/Activity	CCSS	CCTC	CRP
4.1.1 Identify agencies and organizations that oversee and enforce media regulations.				
4.1.2 Explain written organizational policies, rules and procedures common to careers in communication fields.				
4.1.3 Apply research and knowledge of laws affecting media communications (copyright contracts, permits, liability, FCC rules, and 1st amendment.				
4.1.4 Identify processes required to obtain local, county, and state permits for building structures and sets, and installing communications mechanisms in various site locations.				
4.1.5 Determine the implications of violating confidentiality.				

Performance Indicator 4.2 Analyze the copyright laws in relation to seeking formal permission to use materials.	Recommended Application/Activity	CCSS	CCTC	CRP
4.2.1 Identify steps for securing permission to use copyrighted materials.				
4.2.2 Define what is original content, fair use, and plagiarism.				
Performance Indicator 4.3 Analyze professional media code of ethics.	Recommended Application/Activity	CCSS	CCTC	CRP
4.3.1 Examine issues related to maintaining ethical standards in situations without a clear standard.				
4.3.2 Explain the importance of ethics in journalism when gathering and reporting news or product information.				
4.3.3 Cite examples of ethical/unethical conduct in writing, creating, printing and broadcasting.				
4.3.4 Identify ethics involved in the degree of influence media specialists have upon readers, listeners and viewers.				
4.3.5 Apply business and communications etiquette necessary for effective interpersonal communications.				
4.3.6 Analyze promotional propaganda and the role media has played to change cultural perception.				
4.3.7 Analyze the effects of slander and defamation of character that media sources have had on people in authority or prominence.	<ul style="list-style-type: none"> Review relevant court cases such as New York Times v. Sullivan or People v. Flynt. 			

4.3.8 Examine the professional code of ethics.				
4.3.9 Exhibit ethical conduct in writing, creating, printing, broadcasting, and performing to uphold high standards for behavior in the industry.				
Standard 5.0 Analyze safe working conditions in accordance with rights and applicable responsibilities in a communications work environment.				
Performance Indicator 5.1 State the implications and rationale for various rules and laws designed to promote safety and health and the effect these laws may have on a work environment.	Recommended Application/Activity	CCSS	CCTC	CRP
5.1.1 Assess and control methods to reduce sources worksite accident hazards common in this industry to promote a safe and accident free working environment.				
5.1.2 Describe ways to positively impact occupational safety and health.				
5.1.3 Define the OSHA safety regulations related to this cluster.				
5.1.4 Identify and describe major sources of information about hazards in the workplace.				
Performance Indicator 5.2 Analyze employer and personal responsibility for maintaining a safe and healthy work environment.	Recommended Application/Activity	CCSS	CCTC	CRP
5.2.1 Demonstrate personal safety habits and procedures while on work-related assignments in various locations beyond the business site to ensure personal safety and well-being.				

5.2.2 Apply safety procedures in operating equipment commonly used within the career pathways involved in this cluster to demonstrate a broad understanding of important safety practices.				
5.2.3 Identify the responsibilities of employers related to occupational safety and health.				
5.2.4 Demonstrate the use of knowledge and skills for safe and healthful use of chemicals in various processes in media environments.				
5.2.5 Summarize safety related issues to demonstrate broad understanding of health and safety concerns.				
Standard 6.0 Identify, examine and select career opportunities in the media communication related career pathways in order to explore career options.				
Performance Indicator 6.1 Identify careers in print journalism, radio and television broadcasting, advertising design, digital and mobile applications and graphic print technology.	Recommended Application/Activity	CCSS	CCTC	CRP
6.1.1 Locate and interpret labor market demand for careers in the journalism and broadcasting career pathway.				
6.1.2 Identify, research and summarize local media markets for possible career opportunities.				
Performance Indicator 6.2 Explore and summarize education and training requirements, extended learning and work-based learning opportunities, and student and professional organizations.	Recommended Application/Activity	CCSS	CCTC	CRP

6.2.1 Assess educational and professional goals in relation to education and career opportunities.				
6.2.2 Create a realistic achievable education and training plan with multiple stackable credentials leading to employment.				
6.2.3 Identify educational and credentialing requirements for media technology and communications pathways.				
6.2.4 Identify regionally recognized industry certifications.				
Performance Indicator 6.3 Analyze responsibilities and the work environment associated with media communications.	Recommended Application/Activity	CCSS	CCTC	CRP
6.3.1 Compare personal interests, values and aptitudes with job requirements and characteristics found in the media pathway.				
6.3.2 Analyze employer expectations in each of the related industries.				
6.3.3 Critique personal ability in relation to employer expectations and industry demands.				
Performance Indicator 6.4 Create a career portfolio to demonstrate experience, knowledge, skills and abilities.	Recommended Application/Activity	CCSS	CCTC	CRP
6.4.1 Develop an electronic career portfolio with goals and objectives.				
6.4.2 Match personal interests, values and aptitudes to selected careers.				

6.4.3 Research job opportunities and projections in the journalism and broadcasting field of employment.				
Performance Indicator 6.5 Analyze and summarize the employment process and employability skills necessary to obtain gainful employment.	Recommended Application/Activity	CCSS	CCTC	CRP
6.5.1 Identify requirements for specific occupations of interest within the media communications pathway.				
6.5.2 Determine personal preference for media outlets.				
6.5.3 Evaluate and summarize personal talent for media technology, print, reporting, editing, production, and broadcasting,				

Common Career Technical Core (CCTC)

Cluster Standards

Arts, A/V Technology & Communications Career Cluster™ (AR)

- 1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster™.**
- 2. Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.**
- 3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.**
- 4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.**
- 5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.**
- 6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster™.**

Journalism & Broadcasting Career Pathway (AR-JB) Standards

- JB 1. Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.**
- JB 2. Demonstrate writing processes used in journalism and broadcasting.**
- JB 3. Plan and deliver a media production (e.g., broadcast, video, Internet, mobile).**
- JB 4. Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).**

A/V Technology & Film Career Pathway (AR-AV) Standards

- AV 1. Describe the history, terminology, occupations and value of audio, video and film technology.**
- AV 2. Demonstrate the use of basic tools and equipment used in audio, video and film production.**
- AV 3. Demonstrate technical support skills for audio, video and/or film productions.**
- AV 4. Design an audio, video and/or film production.**

Career Ready Practices (CRP)**Act as a responsible citizen in the workplace and the community.**

CRP 1. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP 2. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work related practices.

CRP 3. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

CRP 4. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others; are active listeners and speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP 5. Understand the environmental, social, and economic impacts of decisions made.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact on other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and adhere to regulations affecting the nature of their work. They are cognizant of the impact on the social condition, the environment, workplace, and profitability of the organization.

CRP 6. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways that contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek out new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

CRP 7. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carryout investigations, create solutions, and keep abreast of the most current findings related to the workplace environment and practices. They use a reliable research process to search for new information and. Confirm the validity of sources when considering the use and adoption of external information or practices.

CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.)

Career-ready individuals recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider options to solve the problem and once agreed upon, follow through to ensure the problem is resolved.

CRP 9. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align to personal and community held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and recognize the short—term and long—term effects that management's actions and attitudes can have on productivity, morale and organizational culture.

CRP 10. Develop an education and career plan aligned to personal goals.

Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

CRP 11. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks--personal and organizational--of technology applications, and they take actions to prevent or mitigate these risks.

CRP 12. Work productively in teams while integrating cultural/global competence.

Career-ready individuals positively contribute to every team as both a team leader and team member. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

Common Core State Literacy Standards Grades 9-10

ELA Language Grades 9-10

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **L9-10.4**
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L9-10.4a**
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). **L9-10.4b**
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **L9-10.4c**
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L9-10.4d**
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L9-10.6**

ELA Speaking and Listening Standards Grades 9-10

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL9-10.1**
 - a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **SL9-10.1a**
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. **SL9-10.1b**
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **SL9-10.1c**
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **SL9-10.1d**
2. Integrate multiple sources of information presented in diverse media or format (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL9-10.2**

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **SL9-10.3**
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **SL9-10.4**
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL9-10.5**

Reading Standards for Literacy in Science and Technical Subjects Grades 9-10

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. **R9-10.1**
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. **R9-10.2**
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. **R9-10.3**
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. **R9-10.4**
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). **R9-10.5**
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. **R9-10.6**
7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. **R9-10.7**
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. **R9-10.8**
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. **R9-10.9**
10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. **R9-10.10**

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10

1. Write arguments focused on discipline-specific content. **W9-10.1**
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. **W9-10.1a**

- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. **W9-10.1b**
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **W9-10.1c**
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **W9-10.1d**
- e. Provide a concluding statement or section that follows from or supports the argument presented. **W9-10.1e**
- 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **W9-10.2**
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **W9-10.2a**
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **W9-10.2b**
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. **W9-10.2c**
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. **W9-10.2d**
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **W9-10.2e**
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **W9-10.2f**
- 3. Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. **W9-10.3**
- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W9-10.4**
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W9-10.5**
- 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **W9-10.6**
- 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W9-10.7**

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **W9-10.8**
9. Draw evidence from informational texts to support analysis, reflection, and research. **W9-10.9**
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W9-10.10**

Glossary

- Credibility – worthy of belief or confidence; trustworthy
- By-Line– a line at the head of a newspaper or magazine article carrying the writer's name
- Copyright – the legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work
- Ethics – a set of principles of right conduct; a theory or system of moral values; the rules or standards governing the conduct of a person or the members of a profession
- Fair use – the conditions under which you can use material that is copyrighted by someone else without paying royalties
- FCC/Federal Communications Commission – the federal government agency responsible for regulating the communications by radio, television, wire, satellite, and cable
- Libel – false publication, as in writing, print, signs, or pictures which damage a person's reputation
- OSHA (Occupational Safety and Health Administration) – the division of the Department of Labor that sets and enforces occupational health and safety
- Plagiarism – the act of taking without referencing from someone else's writing or speech of intellectual property; to use or pass off the ideas of another
- Propaganda – information specially designed to make people feel a particular way or believe a particular thing
- Public domain – the status of publications, products, and processes which are not protected by someone else without paying royalties
- Slander – oral communication of false statement injurious to a person's reputation; a false or malicious statement or report about someone
- Advertising – the activity of attracting public attention to a product or business as by paid announcement or in the print, broadcast or electronic
- Freelance – the act of a person such as a writer, designer or performer, selling work or services by the hour, day or job, rather than working on a regular salary basis for one employer
- Graphic Arts – the arts of drawing, painting, or printmaking
- Headline – the title or caption of a newspaper article, usually set in large type
- Lead – an introductory line of a story written to entice the reader or listener to continue reading or listening to the whole article or report

- Multi-media – of or relating to an application that can combine text, graphics, full motion video and sound into an integrated package
- Photojournalism – journalism in which a news story is presented primarily by photographs and supplementary written copy
- Telecommunications – the transmission of voice, data, graphics and video communications from one place to another
- Visual Arts – exhibited rather than performed work; such as painting, sculpture, and photography
- Confidentiality – containing information the unauthorized disclosure of which violates a trust